

## Mission Statement

LifeSkills education empowers individuals to  
take action for the well-being of self  
and others

## LIFESKILLS

**PROGRAM CODE:** 20.0100

**DESCRIPTION:** Level III

LifeSkills is designed to empower individuals to take action for the well-being of self and others in the home, workplace, community and the world. While only a small percentage of students complete college, they will all face the challenges of life after high school. With rising numbers of single parent and dual worker families, students need training in life management and workplace skills. The most chronic and critical social and economic issues that challenge the nation's youth, families, schools and workforce are addressed in the LifeSkills program. Problems such as substance abuse, school dropout, poor nutrition, domestic violence, teen pregnancy, and child abuse have reached epidemic proportions. These problems weigh heavily on families, schools and public budgets. The LifeSkills curriculum prepares individuals to assume responsibility for these issues and to balance home, family and work. Students completing the LifeSkills program will be better able to use these abilities to become productive citizens. The LifeSkills program delivers competencies to strengthen the well-being of individuals and families across the life span, to promote optimal health and wellness, to manage resources to meet the needs of individuals and families and to develop human relations skills.

LifeSkills programs do not generate state funds. Support of Family and Consumer Sciences LifeSkills programs is a permissible local expenditure under the Carl Perkins Act of 1998 [Sec.135(c)(11)]. Measurable goals and objectives are to be submitted on the Basic Grant Application.

**Enrollment will be submitted for LifeSkills programs. However, Performance Measures will not be submitted to ADE.** LifeSkills programs will be evaluated by the goals and objectives submitted under permissible expenditures on your Basic Grant Application.

LifeSkills competencies include:

- 1.0 Apply process skills to LifeSkills content
- 2.0 Formulate career choices
- 3.0 Demonstrate strategies for obtaining employment
- 4.0 Evaluate factors that contribute to success in work
- 5.0 Develop skills for career advancement
- 6.0 Increase self-acceptance and respect for others
- 7.0 Apply communication skills to family, work and community situations
- 8.0 Examine the dimensions of love and commitment
- 9.0 Analyze families based on social, cultural, economic and psychological factors
- 10.0 Analyze factors associated with the decision to parent
- 11.0 Examine growth and development in infancy and childhood
- 12.0 Examine growth and development in adolescence
- 13.0 Examine development in the stages of adulthood
- 14.0 Examine the relationship of physical, emotional and mental health to wellness
- 15.0 Examine the role of responsibility for personal wellness
- 16.0 Examine the relationship of nutrition, food and fitness to wellness
- 17.0 Develop personal and family financial management skills

**PROGRAM:** LifeSkills

**PROGRAM**

**CIP CODE:** 20.0101

**DESCRIPTION:** *The **LifeSkills** program is designed to empower individuals to take action for the well-being of self and others in the home, workplace, community, and the world. LifeSkills prepares individuals to assume responsibility to balance home, family and work. The LifeSkills program delivers competencies to strengthen the well-being of individuals and families, and to develop human relations skills. The core competencies are transferable into related paid occupations. The program utilizes a delivery system made up of three integral parts: formal technical instruction, experiential learning through community service-learning and the Career and Technical Student Organization, FCCLA.*

**RECOMMENDED PROGRAM SEQUENCE OF COURSES:**

**Level I  
Grades  
7-8** *The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:*

90.0000.01 **Technological Foundations:** All students should complete Level I experience or attain these competencies.

**Level II  
Grades  
9-10** *The following courses are recommended as part of a Comprehensive CTE LIFESKILLS Program:*

99.0500.10 **Human Services Technology:** Students should complete this Level II cluster or attain these competencies.

99.0300.40 **Applied Biological Systems – Food Science:** Students may complete this Level II cluster or attain these competencies.

99.0400.10 **Business Management Technology:** Students may complete this Level II cluster or attain these competencies.

## Lifeskills (continued)

Level III  
Grades  
11-12

***The following describes the recommended sequence of courses for the Level III LIFESKILLS competencies. All of the competencies are addressed in the instructional sequence.***

20.0101.10 ***LifeSkills Fundamentals:*** This course prepares students to understand the nature, function, and significance of human relationships. It includes developmental needs of individuals throughout the life span, personal responsibility for actions, diversity, communication, the establishment and maintenance of relationships, parenthood, family life, nutrition and wellness, employability, resource management and community service.

***One of the following Level III courses will be included as part of the instructional sequence for this program:***

20.0101.20 ***LifeSkills Integration:*** This advanced course prepares students to integrate and apply employability skills, human relationship strategies, parenting competencies and wellness responsibilities.

20.0101.90 ***Service-Learning in the Community:*** This course utilizes community-based experiences to provide service-learning opportunities, directly related to the community service competencies identified in the ***LifeSkills*** program.